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JUNIOR COLLEGE JOURNAL

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The Editorial Board—An Appreciation

JAMES W. REYNOLDS

THE Editorial Board for *Junior College Journal*, as it is currently constituted, is a product of the reorganization plans perfected at Chicago, July 24-27, 1945. The first meeting of that Board took place in Chicago on July 26-28, 1946. A report of that meeting written by Eugene S. Farley, the Board chairman, appeared in the September, 1946 *Journal*.¹

In his report, Farley outlined a six-point list of duties of Board members. These points included stimulation and routing of news notes and articles for the *Journal* and *Newsletter*, means for increasing subscriptions to the *Journal*, and assignment of advertising solicitation and *Journal* circulation to the office of the Executive Secretary.

The status of the Editorial Board in the years succeeding 1946 has not been well defined. Two factors among others may be recognized as responsible for this condition: the nature of the meetings of the Board and the unsatisfactory arrangement for a chairman of the Board. The existence of these factors, however, reflects no adverse criticism on any person.

The plans for reorganizing the American Association of Junior

Colleges anticipated annual sessions of the several standing committees. Following the 1946 sessions, however, the Editorial Board was not called into session at the time of the summer meetings of the Research and Service Committees for the understandable reason that the responsibilities of the Board were not great enough to justify the travel expense of the members. This action reduced the number of Editorial Board meetings to one a year—the meeting held in conjunction with the Annual Sessions of the AAJC.

The second factor is an outgrowth of the system by which the Board chairman was designated. According to the original plan, the immediate past-president was named chairman of the Editorial Board. This person was also a member of the Board of Directors of the Association. Since the Board of Directors must of necessity be in almost continual session during all available time at the Annual Meeting, and since the immediate past-president's services were urgently needed by the Board of Directors, there was little time for

¹Eugene S. Farley, "Report of the Editorial Board," *Junior College Journal*, XVII (September, 1946), 26-27.

the Editorial Board to have the leadership of its chairman.

Some changes were made in the Editorial Board organization at the Annual Meeting in Des Moines in 1951. The duties of the Board were redefined. The Editor of *Junior College Journal* was designated chairman of the Editorial Board. Editorial Board members were encouraged to name unofficial state deputies to assist them in their work. While these changes have not solved all the existing problems, progress has been made in the direction of a clearer understanding of the status of the Board in the over-all structure of the American Association of Junior Colleges.

In essence, the Editorial Board is the AAJC's advisory committee for its official organ, the *Journal*. In addition, as has been indicated in Farley's report and in the redefinition of Board responsibilities in 1951, members of the Board perform certain administrative tasks concerning solicitation of manuscripts and subscriptions. In both areas, advisory and administrative, the Board performs a valuable service to the Association.

The shortage of publicity concerning the work of Editorial Board members has deprived members of the commendation they deserve. While it is true that until the recent redefinition of responsibilities appreciation depended very much on Milton's line, "They also serve who only stand and wait" (wait until a clearer definition of status could be evolved),

nevertheless the Association owes its gratitude to the Board members for their patience in performing this passive role. Appreciation is also due to members now that their role has become a more active one.

The current Editorial Board members have demonstrated many times their desire to serve efficiently the membership in the AAJC. Members in turn can show their appreciation for this service and at the same time help keep the service on the high level it has attained by two actions:

1. Know the Board member for the respective region represented and cooperate with him.
2. Know the unofficial state deputy of the Board member for the respective state represented and cooperate with him.

With these ideas in mind, the Editorial Board members are again presented for the appreciation they deserve.

Howard Ackley

Green Mountain Junior College

Poultney, Vermont

Edward L. Clark*

Multnomah College

Portland, Oregon

Bonnie Cone

Charlotte College

Charlotte, North Carolina

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Feeling the Pulse of the Public

BASIL H. PETERSON

DURING the past decade or more junior colleges have been searching for a name which would more nearly describe their true nature as educational institutions. The fact that many have adopted the name, "Community College," has real significance. It indicates that the so-called junior college is designed to meet immediate post-high school educational needs of those living in the area served by the college. It signifies that the junior college is a people's college.

A junior, or community, college cannot belong to the people unless the people really participate in making the college function. Holding open houses, sponsoring visitors' days, issuing newspaper publicity, publishing bulletins, making speeches, staging alumni dances, and holding athletic contests are not sufficient means for keeping the people in touch with the college. There must be a positive program of citizen participation relative to the entire operation of the college.

How can "the people" share in the planning and operation of a junior college? Since its founding, this question has been continually considered by the Orange Coast College Board of Trustees and administrative staff.

The public has participated, and is actively participating, in the functioning of Orange Coast College through five specific avenues. Serving on the Over-All Citizens

Advisory Council, serving as a member of a Curriculum Advisory Committee, taking part in Vocations Day, attending adult classes, or participating in college-community events constitute definite activities in which "the people" are a real part of the college.

Over-All Advisory Committee

Coast College was established by the vote of the people¹ after the California State Department of Education had surveyed the need. Prior to beginning instruction, administrative officers made a survey² to determine the educational and occupational needs of the people that Coast College was to serve. The Board of Trustees invited an over-all representative citizens committee of about one hundred persons to consider the results of this survey and to advise with the Board regarding the educational program to be established.³

Each year the Over-All Citizens Advisory Council is invited by the Board of Trustees to meet at the college cafeteria for dinner and to spend an evening considering the problems, plans, and progress made by the college. Although there is some change in the membership of the council each year, a large ma-

¹January 27, 1947

²A report of this survey was published in *Junior College Journal*, November, 1948, pp. 119-124.

³Citizens Meeting held with Board of Trustees, Huntington Beach Union High School, January 10, 1948.

jority have served previously.

What takes place in an Over-All Citizens Advisory Council meeting? This question might best be answered by reviewing the program of events which occurred at the meeting held December 6, 1951.

The meeting commenced with a statement by the President of the Board of Trustees emphasizing the purpose of the conference. He assured the council that Orange Coast College belongs to the people and that they should know what is happening. He invited their suggestions, criticisms, and participation in helping to evaluate accomplishments to date.

The President of the College presented interesting facts concerning the program and operation of the college. Making use of large charts, he presented comparative enrollment data, information regarding source of students, the distribution of expenditures, sources of revenue, data regarding distribution of tax burden, and facts relative to cost of educating a student.

The director of curriculum and counseling graphically described and evaluated the instructional program. He gave facts pertaining to the success of vocational students and the academic functioning of those who transferred to institutions of higher learning.

The director of Adult Education presented a complete picture of how Coast College serves the community. He described the breadth of the Evening College program

and of joint adventures of college and community.

The final formal presentation, made by the President of the College, centered on the progress of the building program. With the use of a huge campus map, the administrator pointed out the building completed, that in progress, and that planned for the future.

The last half of the meeting was devoted to a discussion period. In order to stimulate discussion, each citizen was given a set of questions.

The list included the following:

1. What kinds and types of student clubs exist at O.C.C.?
2. How does student government function at O.C.C.?
3. What leadership opportunities will students find at O.C.C.?
4. What is included in the physical education and athletic program for men?
5. What physical education opportunities exist for women? Do women participate in competitive sports?
6. Who controls the intercollegiate athletic program at O.C.C.?
7. How does the counseling program function?
8. What does O.C.C. do to help students acquire jobs?
9. How much does it cost a student to live on campus? What are the different types of accommodations?
10. What expenses do students have who attend O.C.C.?
11. How many young women enroll in homemaking education?
12. How does the general education program operate at O.C.C.?
13. What is O.C.C. doing to help make patriotic and functional American citizens?
14. What does O.C.C. do to improve reading, writing, and arithmetic?
15. How does O.C.C. safeguard the health of students?
16. What is included in the social and recreational program?
17. How is the Evening College program formulated?

18. Does O.C.C. offer too many adult classes?
19. Is O.C.C. justified in spending money for adult education?
20. How are the student union fountain, student bookstore, and cafeteria financed?
21. What does it cost to educate a student in O.C.C.?
22. Who pays for the education of students living outside O.C.J.C. District who attend O.C.C.?
23. Where does O.C.C. get its money for operation?
24. Should students planning to transfer to a four-year college or university spend two full years at O.C.C.?
25. May a student attend O.C.C. and register for any course desired? Does O.C.C. have required courses?
26. What musical organizations are sponsored by O.C.C.?
27. Is a student who completes a two year course in a vocational field at O.C.C. prepared for employment?
28. What is the current status of the college farm?
29. How extensive is the Counseling Examination program at O.C.C.?
30. How does O.C.C. contribute to National Defense?
31. What are the advantages of attending a junior college?
32. What is the average class size at O.C.C.?
33. Is credit earned in O.C.C. acceptable in other colleges? Are units deducted on transfer?
34. Does O.C.C. furnish transportation?
35. Do O.C.C. trained students secure employment?
36. What provisions are made at O.C.C. for a student to accelerate his education?
37. What is the meaning of the term "Community College"?
38. Is Coast College likely to become a four-year college?
39. How are high school students acquainted with the educational opportunities at O.C.C.?
40. Do students in four-year colleges receive better "draft" consideration than do junior college students?

Some of these questions and others were asked and answers

given by staff members present.

How valuable was the meeting? That is a difficult question to answer. The Board and administration are convinced, however, that the time and effort spent did much to establish public support. Key people of the community became informed and in reality had a part in planning the future of the college. Board members listened carefully to the suggestions given.

After the meeting the following statement, indicative of public reaction, was transmitted from one of the citizen groups of the area to the college:

At a regular meeting of the West Newport Beach Improvement Association at the City Hall, in Newport Beach, California, the following resolution was passed . . . by a unanimous vote of the members present: 'RESOLVED, that the Board of Trustees of the Orange Coast College, the Officers, staff, and Faculty Personnel, be commended for the splendid and effective results they have attained and the judicious manner in which the Citizens tax dollars have been spent and invested; that the President shall notify these above referred to of the passage of this resolution.'

Curriculum Advisory Committees

Not only did the citizens help plan the general pattern of instruction to be offered at Coast College; they also participated in outlining the instruction to be offered in each curriculum. For each vocational program of instruction, the Board of Trustees invited a citizens advisory committee to assist administrative officers and instructors in selecting the educational experiences to be provided students in each major field of work. Those

invited to hold membership on the various advisory committees were people experienced in the field for which instruction was designed to prepare the student for employment. Each advisory committee of this type was composed of from seven to ten members. In this manner the citizens helped to make the program of instruction of Orange Coast College practical. They, the people, became informed regarding the college, and they had an investment in the college in that they had helped to plan the work. Quite often committee members hold key positions in business or industry. Through their assistance, classes in the different occupational areas are invited personally to observe the operation of important companies.

These curriculum advisory committees are continually functioning. Each group is called together once or twice a year to consult with members of the faculty and administration. At the present time, ten vocational advisory committees of this type are functioning.

Vocations Day

Each fall, a Vocations Day is held at Orange Coast College, and on this occasion approximately seventy successful citizens of the community are invited to the college campus to participate in an instructional-advisory capacity. These people are selected from the various major occupational areas in which they are experts because of experience and years of success. They come to the college to meet

with groups of students to assist them in finding a realistic occupational pursuit. In this manner, people of the community participate in the counseling program of Coast College.

Adult Education

During the 1950-51 academic year, some 3,500 different students attended the extended day and night classes sponsored by Orange Coast College. The program of adult education is developed in response to the needs of the people. Classes are organized in any field where there is educational value, where there is sufficient demand, and where a qualified instructor can be obtained. Through the program of adult education, Orange Coast College is in touch with the people of the community. In fact, the public is a real part of the college.

Cooperative Adventures

There are a few events which are jointly sponsored by the community and Orange Coast College. Each year the college choir and the combined church choirs of the coastal area present a Christmas and an Easter program in the college auditorium. The college cooperates with the community in sponsoring the Harbor Community Players, a dramatic society. A community band is sponsored by the evening college, as is a forum series twice each year. These events are cooperative adventures in which the people work with the college to give something of value to the community.

The best means for promoting

public support for education is to sell the public on education. When the public helps to plan and operate a college, they are not only sold on it but they have a real stake in its success. Such a college cannot fail.

Although a college feels the pulse

of the public, it need not fail to exercise dynamic leadership in the battle against ignorance, injustice, and intolerance. On the other hand, its leadership can reap dividends because the heart of the people and heart of the college beat in unison.

Problems of the Instructor in the Junior College

TIMOTHY P. DONOVAN

WITHIN recent years the unique American institution of the junior college has enjoyed a steady, if not spectacular, growth. It has been beset with numerous problems concerning academic and physical expansion, financial needs, and the necessity of administrative reorganization. Naturally, these problems have commanded first attention from those concerned with the success of the junior college program, but in their haste to come to some solution quickly, most administrators and other educational specialists have neglected the very complex and vital problems facing the junior college instructor.

The old adage, that without students there would be no school, can be applied with the same force of meaning to instructors. No one refutes the essential role which the instructor has within the school fabric; yet, the problems faced by the instructor invariably receive scant attention. The psychological reaction engendered by this fact has been one of increasing instructor irritability and transiency—a constant desire to change simply to see if there isn't something better to be had. This unrest has been written off hurriedly as a situation occasioned by general post-war shufflings and the release of war-time inhibitions; however, almost

seven years have elapsed since the cessation of hostilities, and the phenomenon has shown no sign of decreasing. Faculty turnovers in junior colleges continue at a rather alarming rate.

It seems that the time has come, then, for a genuine attempt on the part of administrators to approach the problem realistically with an eye toward knowing the needs and problems of their teachers.

One of the major dilemmas faced by the instructor is the time factor—a problem which has forced many to either a clumsy makeshift solution or the abandonment of their profession entirely. He finds himself confronted by a system in which he is expected to play a dual role, and, in some instances, a triple one. Being a college teacher, he is supposed to prepare for his classes with the care of a scholar—a requirement to which he has no objection provided he has the necessary time. Simultaneously, he is usually burdened with extracurricular activities which smack more of the secondary school than of the college. Often such activities consume more time and effort than does the preparation of subject matter. Also there has been an increasing tendency for junior college administrators to demand participation in community activities

by their instructors. Some teachers have been branded with non-cooperative, non-civic-minded, and other derogatory adjectives because they have refused. Actually, the problem is not one of rebellion but of time. One cannot carry the teaching load which junior college teachers are given, coach an athletic team, sponsor the school annual, manage the local community charity drives, and be a happy, contented individual all at the same time.

Another area of disturbance lies in the relationship between the instructor and his students. This factor seems to be more a psychological one, and analysis must be based in that direction. Despite protestations to the contrary, the junior college has failed to achieve an atmosphere geared to its own potentialities. Some have claimed that the program's proper function is college preparatory, while an equally vociferous group has maintained that junior college education should be terminal in nature. Which route, then, shall the instructor pursue? The same query can be applied to the students. The question is one involving a basic conflict in educational concepts. Neither side has been willing to compromise the issue; consequently, both instructor and students have felt they were mired in a no-man's land of ill-defined boundaries. Such an intellectual climate certainly has not been conducive to either settled personalities or sound academic endeavor.

The student in the junior college has reflected this conflict. Awed by the glamor of the university just two years away, many students feel no sense of loyalty to the junior college. Their freshman and sophomore years are simply stepping stones which must be traversed as quickly as possible. The student's impatience easily develops into overt antagonism, and the most likely target for his disdain is the junior college instructor. How can his present teacher compare with the professor at the big university? In time the instructor, himself, is asking the question. Having no real stability upon which to rely, the instructor discovers that he occupies a position similar to the foundling—he has no official or accepted status. The result is all too obvious—a consequent development of mental insecurity coupled with feelings of inferiority.

Conversely, in a prevalent situation there are students to whom the junior college represents a terminus of their educational ambitions. Especially is this true in reference to the municipal program which often finds the two years of college more an extension of the secondary school than a beginning of college work. The attitude of such students, contrasting sharply with the aforementioned group, also has a definite effect on the instructor. It poses an additional problem which seems to defy solution. The instructor often feels that if he is to be of any service to such a group, he must attune his

courses to satisfy terminal needs. Is this possible when he is confronted by both student classifications in the same classroom? Which group is more important? How can he aid both? These are questions which assail the conscientious instructor, and a remedy has yet to be found. It will not be discovered until the junior college clearly defines its status and achieves psychological stability.

Closely allied with the student-instructor dilemma is the question of how subject matter should be considered. This is more of an issue in humanities than it is in subjects involving technical skills. Again, the instructor must decide whether to treat his subject as terminal or as basically college preparatory in nature. His personal educational background has been, more often than not, along accepted scholarly lines; hence, the terminal viewpoint of education is alien to him. Moreover, certain cultural fields do not lend themselves to terminal treatment despite the clamor which the devotees of general education have raised. The present academic structure is so constructed that to fit into it a program which limits rather than expands the boundaries of subject matter is not only impractical but impossible.

The junior college instructor is compelled to innovate a system where both groups are served. Chastised by the university instructors who insist his instruction has been inadequate in preparing the student for further study and

rebuffed by terminal educators and citizens within the community who charge that his teaching has contributed nothing to the student's earning or other practical potentialities, the instructor inevitably experiences the sensation of failure, or at best, a notion of inconsequent mediocrity which is as destructive to real ambition and accomplishment.

In meeting these problems there are several steps which, if initiated, might facilitate a more happy adjustment for the instructor. First, like all other persons, the junior college teacher must feel that he is needed and is important. Incorporating such a feeling of belonging will be predicated on the junior college, itself, attaining a secure and confident status. It cannot afford to view itself as half of one thing and half of another, but it must realize its uniqueness and develop a conscious tradition about it. The junior college should not look for apologists, but rather it should seek those who are convinced of its positive attributes. It need make no excuses for being, for it has been in such excuses that the germs of inferiority have multiplied. When the junior college attains such a status, the by-product will be more security and status for the instructor.

If junior colleges are to persist in this country in a healthy and virile manner, then they must afford to their instructors similar benefits and advantages which would accrue in the university situ-

ation. Opportunities for research and other scholarly endeavor, tenure, and adequate salaries would certainly go far in reducing instructor turnovers and placating the most grievous of instructor complaints. Part of the solution, however, is with the instructor himself. He must make junior college teaching a profession in the fullest sense of the word. There is a definite need for a vital professional organiza-

tion for junior college instructors which would be their spokesman and would be independent of other organizations whose purposes are concerned more with administration. Only by allowing their instructors to achieve intellectual and professional security can the junior college program really gain the status in the educational system it seeks and needs.

Faculty Members Are in the Publics' Eyes

ARNOLD A. HEYL

SINCE the junior college is an institution which is intimately related to the community in which it is located, it is particularly important that a faculty member of such an institution recognize that in the eyes of the opinion-forming constituency of the college he is *always* a representative of his institution. A junior college faculty member is constantly being associated with the institution which employs him and is, in addition to being a classroom teacher, a full-time public relations agent. Thus, it becomes the obligation of each member of a junior college faculty to consider whether or not what he says and does will cause favorable reaction to himself as an individual and to his college as a whole.

It is generally recognized that the status of its faculty in professional training, in civic-mindedness, in social behavior, and in personal living are among the prominent points on which an institution of higher learning is judged. A college may no longer be condemned, and similarly neither may the individual members of its faculty, for apparent deficiencies in any of the last three mentioned qualities. Nonetheless, opinions, which are reflected in actions on the part of the publics with which the institution is associated, are formed on the basis of the nature of these qualities.

The above paragraph is not meant to imply that the faculty member of a junior college should be a "paragon of virtue" in accordance with the connotations which that phrase carried half a century ago. However, he should be a working, cooperating, stimulating individual in his professional sphere of action and in the total life of his community.

The word, "publics," has been used in the plural because of type distinctions which can be made in the total group of people with whom the junior college instructor is associated. Four such types are to be considered: the college student group, the group of his professional associates, his circle of friends, and that group of people with whom he is acquainted only casually if at all and who know him only as "an instructor at the college."

In considering the faculty member's relations with each of the four groups mentioned, several qualities which seem quite obviously to be desirable will be mentioned. The reader will perhaps reflect, "I am fully aware that that should be the relationship." It is hoped that such reflection will be followed by the thought, "Am I really working toward making that relationship a reality in my daily activities?" There are necessary and important factors in profes-

sional life that are given only half-attention unless the individual is reminded of them from time to time. Public relations responsibilities lie in this category.

Of primary importance in establishing the wholesome student-faculty relationship that is vital to the junior college is the professional competence of the instructor. Personality factors are of almost equal importance, as will be discussed later, but the instructor who is "a nice fellow, but not too good in his field" is of doubtful value. The instructor must hold the position, in the eyes of his students, of an authority in his subject-matter field, not only in terms of the knowledge he possesses which lies beyond the junior college level, but also in terms of a detailed knowledge of the work offered in his department at his junior college. Moreover, he must be able to share that knowledge through effective teaching. He will gain little for himself and will be a detriment to his institution if his students say of him, "He knows his subject thoroughly, but he can't put it across to his classes." Finally, the junior college instructor should have a working knowledge of subject matter and occupational fields related to his own in order that he may demonstrate its values and its applications. He should also have a general knowledge of the work offered in all departments of his junior college in order that he may advise his students of the place of his department in the total edu-

cational program and may guide them in outlining complete and adequate courses of study.

One of the fundamental justifications for the existence of junior colleges is the principle that faculty members are aware of their students as individuals and as a result are able to foster their educational growth more effectively. In line with this principle, instructors must teach *students* and not *subjects*. The recognition of students as individuals does not take place automatically. The junior college instructor, in order to achieve individual awareness, must constantly strive to learn more about the total life of each of his students. Dignity and perhaps judicious restraint must be ever present in this effort, for one junior college student has been reported as saying the guidance department at his junior college "wrapped itself lovingly around the student's social as well as academic life,"¹ and that is not the desired end. The instructor can genuinely be concerned about and interested in the individual student's academic background, his records of ability and accomplishment, the off-campus social environment in which he moves, his work in other courses, and his interests in college activities outside the classroom, becoming aware of him as an individual without assuming control over his actions.

¹Merle E. Campbell, "Ex-Students Judge Their Junior College," *Junior College Journal*, XV (November, 1944), 105-112.

Active participation in the extra-curricular activities which are a part of the life of the junior college is another important phase of an instructor's relationship with his students. He cannot maintain an "ivory tower" attitude in this phase of education any more than he can do so along academic lines if he is to be of greatest benefit to his institution. He may be active in the sponsored club program, but his activity in that program must stem from a desire on the part of the students to have him as a leader in their efforts.

It may be impossible for an instructor to attend all of the athletic, social, and other extracurricular functions to which he is invited, either as chaperone or guest. However, his percentage of attendance should be high, and his participation in the activity should be such that there is a strong feeling of "oneness." Only when directed to do so in an official capacity should an instructor attend such an activity without a definite invitation from the sponsoring student group.

In turning to the instructor and his professional associates, the words *co-worker* and *colleague* should describe the relationship that exists. There are within the group positions of respect and authority, but such positions should be operative within a larger framework of friendliness and cooperation. To this end, then, the individual instructor should endeavor to become well acquainted with all members of the faculty.

Another phase of professional group relationships is that of "mutual assistance." The junior college instructor has many opportunities to assist his colleagues in the performance of special class projects, supervision of extracurricular activities, and in conducting classes in order for colleagues to attend professional meetings. The limit to the amount of such assistance will, of course, fluctuate with the demand which the instructor's own work places upon him at any given time.

In the writer's opinion, the phrase, "professional associates," should include the faculties of the secondary schools of the city in which the junior college is located. The junior college instructor is often, from the standpoint of academic and professional training, in a position to lend assistance to public school groups in his teaching field. Opportunities for participating as a member of planning groups or evaluation programs or as the speaker for group meetings should be accepted whenever possible.

The third group, the instructor's circle of friends, will duplicate somewhat the group of his professional associates; however, it is to be hoped that the two groups are not identical. Making friends outside the educational field is in itself good public relations work for the college. These friends compose one of the most fertile public relations fields, for their personal interest toward the instructor engenders in-

terest in his institution.

To his close friends, the junior college instructor should be able to give complete and accurate opinions on all college matters which are public information. He may be asked to amplify stated college policies on a variety of matters and can do the college a great service by being able to clarify questions or misinterpretations which arise concerning such policies.

The junior college instructor's participation in community life is his chief public relations asset in the eyes of those who know him only as "an instructor at the college." It is with this group in mind that the instructor should consider his personal life in relation to that of the community. This is not meant to imply that the instructor should build a "facade of falsity" around his personal life, but rather that he should be aware of possible reactions to it, since his everyday activities as well as his formal public appearances as an individual or as a member of a group affect the thinking of individuals concerning the college.

One of the most general avenues for contacting individuals in the community at large is active participation in worthy enterprises for community benefit, such as the community chest, the Boy and Girl Scouts, the YMCA, and the Red Cross. Competent service in this volunteer work will reflect favorably on the college.

It is the writer's belief that a strong tie to his church is the most valuable aspect of community life for the junior college instructor. Regular church attendance and active participation in church activities is, in many instances, a major factor in an individual's personal growth.

If the instructor becomes a member of a civic or service organization, he places himself in another fertile public relations field, for he associates with a group of civic-minded individuals, some of whom will become added members of his circle of friends, and he becomes a part of an effective community organization.

More restricted, but not less valuable, is the field of public speaking which was mentioned in connection with related professional groups. The public relations benefit to the college of a well-prepared, well-delivered address are highly desirable. One writer has directed these words to college faculty members: "Occupy the area of your competence."²

Finally, as Harold M. Barnes, Director of Public Relations at San Angelo (Texas) College, has said, "... have a militant pride in your institution." This means that the instructor must know his institution, its curriculum, its objectives, and its policies.

²C. H. Titus, "Faculty Public Relations," *Journal of Higher Education*, XVI (February, 1945), 79-81.

The Ideal Junior College Teacher

C. C. COLVERT

THE primary prerequisites of the ideal junior college instructor are that he must like to teach young people of junior college age, be interested in community work, and be of high moral character.

Almost every administrator, every college board, and the citizens would like to have a faculty made up of as many really professional junior college instructors as possible.

Several years ago a committee of the American Association of Junior Colleges reported that there were ten fundamental weaknesses of junior college instructors reported by junior college administrators as follows:

1. Preparation is too frequently of a narrow and specialized nature.
2. Instructors have the content point of view rather than the student point of view.
3. They lack suitable balance of subject matter and professional trafficking.
4. They fail to understand the junior college.
5. Instructors fail to develop personality traits adapted to the dynamic leadership of youth.
6. They lack ability to relate their teaching to practical everyday problems.
7. University placement officers make recommendations upon insufficient evidence.
8. Instructors are interested in research rather than classroom teaching.
9. They have an attitude of condescension toward the junior college.
10. They lack work experience.

The ideal junior college instructor may be discussed from three points:

1. Personal qualifications
2. Academic qualifications
3. Professional qualifications

Many of these characteristics are difficult to define or isolate. Such a trait as the voice of the instructor is more important than is usually realized. An instructor may be thoroughly familiar with his subject-matter field and may know professionally how to teach junior college students, but unless the students can easily hear his voice, the other valuable qualifications are worth very little. The voice should also have the qualities of confidence and pleasantness.

Personal appearance is another trait that is important to a good instructor. Junior college youth are very conscious of the good or bad grooming of an instructor.

Disposition is many times the key as to whether or not an instructor of excellent training will succeed. The ideal instructor must be pleasant, cooperative, and must like junior college students. The more of these favorable traits the instructor has the better he will fit into the junior college, and the more likely he is to get along with his colleagues, his superiors, and the students.

Another characteristic that must be noted concerning the ideal instructor is how well he fits into

the junior college community. Sometimes this one characteristic keeps an instructor from being highly successful. Such a characteristic may make the instructor a success in one community and a failure in another. It should be understood that the junior college community means the area which the junior college serves. This area may be a city, a county, several counties, or a similar geographical area.

The second criterion for judging an ideal instructor is that of academic training. All regional accrediting agencies require a minimum of a master's degree for junior college instructors and, as a rule, further require that the instructor teach in the major field of his graduate work. The instructor should have a broad general education upon which was based his bachelor's degree. Ideally, the junior college instructor should have graduate training that qualifies him to teach in at least two subject-matter fields. There may be, for instance, more mathematics courses in a junior college than one full-time instructor could handle but not enough classes to require a second full-time instructor. In such a case, the administrator would need to find a qualified instructor who could teach some classes in mathematics and perhaps some in chemistry. Often the English instructor must teach classes in some other subject, such as foreign language or history. Foreign language instructors are often needed

who can teach two foreign languages or English or history. A field in which instructors seemingly need the broadest training is social science. Often there are enough freshmen to justify one instructor teaching five classes of three semester hours each in a social science course such as world history or survey in the social sciences, but in the sophomore year more than likely an instructor will be needed to teach two classes in American history, two in sociology, and one in economics, or in state history or government.

There is a question as to how many semester hours of credit a qualified instructor should have in the academic field in which he teaches. For an individual to secure a master's degree, he must have a minimum of twelve semester hours of junior and senior credit in his academic major in his undergraduate work and eighteen hours of graduate credit including six semester hours for a thesis, or its equivalent. Usually back of this work is a minimum of six semester hours of freshman or sophomore credit. This would mean a minimum total of eighteen (six of freshman-sophomore credit and twelve of junior-senior credit) semester hours of undergraduate credit and eighteen (twelve semester hours academic credit and six for thesis) semester hours of graduate work as a minimum total of thirty-six semester hours (eighteen undergraduate hours and eighteen graduate hours). Usually, how-

ever, six to eighteen additional hours of credit are earned for the undergraduate degree as well as twelve or more semester hours in a related field. Likewise, twelve semester hours are also earned in a minor field for the master's degree. These twelve hours may be divided between fields, such as six and six or three and nine hours.

It will have to be admitted that this minimum amount of training is not too much for a well-informed instructor. Such a program for five years of college training, ten semesters, is only an average of three and six-tenths semester hours of credit for each semester. This appears to be very little training to equip a junior college instructor in his academic field. If an instructor is to be prepared to teach in two academic fields, the problem is more acute, and it may take more than five years of college training for him to secure the desired proficiency in both fields.

Of course, an adequate number of semester hours of credit in a subject-matter field does not guarantee that the instructor can teach the subject, but it is one criterion that should be used. It is good administrative policy to have on file an official transcript of credits for each instructor.

The third criterion, professional training, is the one of the three criteria that is possibly given the least attention and yet is just as important to the ideal instructor as personal qualities or academic training. A thorough knowledge of

mathematics, physics, and electricity does not make an individual an engineer. Rather, the professional engineer must be trained to apply properly his knowledge of mathematics, physics, and electricity to the problems in the different phases of engineering. Likewise, the knowledge of a subject-matter field, no matter how thorough or complete, does not of itself mean that the individual with such knowledge can teach the junior college student. In addition to this knowledge, he must be professionally trained in the ways and means of teaching youth the subject-matter field.

A professionally trained junior college instructor ideally is an individual who has the scientific knowledge which enables him to teach a student at the junior college level. It is understood, of course, that he also has the personal qualities and academic training previously mentioned. There follows a discussion of this scientific body of knowledge which the professionally trained instructor must have.

This discussion does not propose to consider the professional training of the ideal junior college instructor in terms of detailed courses and semester hours of credit but rather in terms of important and broad areas of scientific knowledge. One of these areas is the psychology of the late adolescent youth—the junior college youth. The junior college instructor must have an adequate knowledge of the

physical, mental, and emotional growth of these youth if he is to instruct them efficiently and scientifically. Their physical and mental status is different from what it was in the elementary school or during the high school period and still different from what it will be later on in adulthood. The emotional development of the junior college youth must be understood because emotions greatly influence learning.

Another area in which the junior college instructor needs to be proficient is in the techniques of teaching. The scientific approach uses the knowledge mentioned above concerning the physical, mental, and emotional nature of the youth in the techniques for teaching them. One technique is used for history, another for mathematics, and a different one for physics and chemistry. The junior college instructor cannot scientifically teach and use the methods by which he was taught. He must be ever alert to the newer methods of teaching.

Closely allied to techniques of teaching is the knowledge of how to evaluate teaching in terms of the student's learning. The professional junior college instructor must have more than a smattering of knowledge of how to construct tests, evaluate test items, administer and score tests, and derive grades from test scores. The area of educational statistics is a vital part of the science of testing and

aids the understanding of educational literature.

The professionally trained junior college instructor must have accurate, detailed, and scientific knowledge of the principles of guidance and counseling. This does not mean that he must be an expert in the field, but it does mean that he must possess enough of this knowledge to enable him as a junior college instructor to do some counseling where needed and also to cooperate with the guidance and counseling director both in locating students who need the director's help and in understanding the directions and data given by the director.

Another phase in the training of the professional junior college instructor is his knowledge of the history and philosophy of the junior college. A greater sympathetic attitude toward, and a better sense of value for, the junior college is developed if the junior college instructor is well grounded in the historical background, growth, development, and purposes of the junior college. Administrators have often expressed their disappointment over the lack of knowledge on the part of the junior college faculties of the purposes of the junior college. Many instructors do not know the specific functions of the junior college, nor do they understand the obligations the junior college has to the youth of its area concerning pre-professional courses, terminal courses, and courses for adult education. The

junior college instructor must thoroughly understand these functions, and through such knowledge enthusiastically support a junior college program to the end that it serves all youth as well as the adult population.

Knowledge of the philosophy of the junior college will cause the instructor to give greater attention to the development of curriculums which will meet the purposes for which the college was established. The junior college instructor, therefore, must be well trained in the principles of curriculum construction, if he is to develop his own courses wisely and at the same time meet the needs of the youth in the area.

The professional training of the junior college instructor must include a program for thoroughly acquainting the instructor with his responsibilities, both as a member of the junior college faculty and as a member of the community or area in which the college is located. The instructor must be trained to accept faculty committee responsibility. A professionally trained faculty member of a junior college regards his membership on a faculty committee as a serious matter and gladly meets this responsibility as one who knows his professional obligations. He knows how to do committee work promptly and efficiently. He also accepts other faculty responsibilities, such as the sponsorship of a student activity or off-campus activity connected with the college, or as speaker for

the college before a community organization.

The junior college instructor must also be cognizant of his obligations and opportunities in the community. Again, the community here means the total area served by the junior college, whether it is the city only, or the area fifty or a hundred miles around the college. The junior college instructor can be a great help to the college and the community by being willing to be an active member of his community. Such things as being a member of a church choir, Boy Scout work, member of a civic club, community chest participation, etc., are examples. Such activities may depend upon personal qualities but even with these essential personal qualities, many junior college instructors do not realize the value of community contacts and as a result disregard them. Professionally, the junior college instructor should be eager to meet his responsibilities in the community.

Finally, the junior college instructor must have knowledge and understanding of many of the basic principles of college administration. Just as the administrator must know and understand instructional procedures and related principles, the instructor must understand the principles of administration. Wholehearted cooperation between the faculty and the administration should always exist and can exist when the participants have a thorough knowledge of the procedures for operating.

Faculty members should understand the financial program of the college. Such information causes the faculty to give support to the college finances in the way of expenditures and financial demands. The instructor must be trained in the basic principles of the lines of responsibilities and authority. These involve the relationship of the faculty to the board of control through the administrator; the understanding of the principles of budgeting, especially departmental expenditures; a knowledge of the basic principles relating to rules and regulations, such as salary schedules, sick leave, leave of absence, etc.

Past history has shown that the public is willing to pay for quality, such as good roads, good medical attention, good automobiles, etc. Likewise, it is believed that the junior college boards of control and the junior college administrators can readily sell to their constituency the priceless value of a well trained junior college instructor—one who has the desirable personal qualifications, the adequate training, and also the proper professional schooling, which is so essential.

On the basis of what has been said above, the following detailed listing of the qualifications of the junior college instructor may be helpful:

1. Personal
 - a. Moral character
 - b. Good health
 - c. Interest in people
 - d. Sense of humor
 - e. Professional attitude—real interest in teaching
 - f. Social and emotional adjustment
 - g. Suitable voice
 - h. Neat personal appearance
 - i. Absence of distracting mannerisms
 - j. Sincerity
 - k. Interest in civic and religious affairs
2. Academic
 - a. Undergraduate stem of 18 to 20 semester hours
 - b. Graduate work of 12 to 18 semester hours in subject taught
 - c. Above requirements should apply to any academic subject instructor teaches
3. Professional training
 - a. Psychology of the junior college student
 - b. History, philosophy, growth, and development of the junior college
 - c. Knowledge and philosophy of curriculum construction
 - d. Techniques of teaching
 - e. Scientific method of evaluation of teaching in terms of the students' learning
 - f. Internship
 - g. Membership and participation in professional organizations
 - h. Continuous professional growth
 - i. Understanding of the duties and responsibilities of the junior college teacher
 - (1) Student activities
 - (2) Faculty committees
 - (3) Public relations
 - (4) Altruistic interest in students' progress
 - (5) Altruistic interest in welfare of the institution
 - j. Some knowledge of junior college administration

Survey of Handbooks in Small Colleges and Universities*

CORNELIA CARTER

ONE of the problems closely connected with a Dean's duties, either by publication or by administration of the data enclosed therein, is the campus handbook.

The seventy handbooks that were received in connection with this survey¹ were divided into five groups: (1) social handbooks (Panhellenic and social procedures), (2) Freshman handbooks, (3) rules and regulations, (4) handbooks for women students, and (5) all-student handbooks. The all-student handbooks were analyzed since they were in the majority and of most interest to this study.

Make-Up Analysis

The outside bindings of all handbooks made up a general array of attractive covers. All were bound in paper, ranging from black or white to brilliant colors, and many of the covers were illustrated. Although the handbooks varied in size, the majority of them were small.

*Editor's Note: This is the second of two articles written by Cornelia Carter. The first article appeared in the March *Journal* under the title, "Dean's Records and Personnel Cards."

¹The schools in this study were selected from the annual list of small colleges published by *Good Housekeeping*, the colleges in the area of states close to Indiana, and the schools to which Vincennes University students transfer.

One of the most notable variations was in the size of the type. In the case of the smaller handbooks, quite a few appeared in a type too small for easy reading. The print was sometimes even smaller in the section of the book which contained the student constitution. Other handbooks had a larger type throughout the book and enough marginal space was allowed to make the reading much easier. Three handbooks were mimeographed. Several books had a heavy cream-colored cover with matching cream pages. The handbook which won first in the national contest was this color.

A majority of the books contained either photographs of campus personalities or scenes of the campus and buildings. Others were illustrated with ink sketches to depict the various departments discussed and showed a map of the campus.

The publishing of the all-student handbooks seems to be the duty of quite a variety of offices and persons. The majority were published by student organizations known variously as student councils, senates, women's leagues, men's unions, or by the YMCA. Some were published by a special handbook committee, especially appointed student editors, the campus

newspaper, a social committee, or, as in one case, the journalism fraternity. In the fewest number of cases, the publication of handbooks was sponsored by a faculty-dean committee or by the college administration. The handbook has a definite ranking along with the college newspaper and the annual both as a publication experience and as a service function for the campus.

A novel departure from the general fact-giving type was the modern "be-bop" version which was received from several schools. These were cleverly done and could not possibly leave the student in doubt as to the wording or phrasing since everything was interpreted in the language of the campus.

Handbook Content Analysis

In analyzing the contents of the handbooks no one general index was used as a means of classifying the material contained in the various samples. After the frequency of the various items contained in the books was charted, they were classed under ten general divisions:

1. Forewords and welcomes
2. Calendars
3. Campus background information
4. Residence information
5. Administration and general rules
6. Student services
7. Religious services
8. Activities

9. Miscellaneous
10. Make-up items

Within the divisions of content listed above, the policies unique with individual schools were predominant. The following items were common to most schools: University Calendar of the Year's Events, School Songs and Yells, Traditions, Map of the Campus, Residence Hall Regulations for Women, General Residence Rules, Library Rules, General Rules and Regulations, Social Rules, Class Attendance, Automobile Rules, Fraternity Rushing, Registration, Health and Student Services, Finances and Expenses, Church Directory, Discussions of General Activities, Athletics, Honorary Organizations, Publications, Departmental Clubs, and Social Organizations.

Of the seventy handbooks surveyed, thirty-one were all-student handbooks; twenty-three, handbooks for women; seven, freshman handbooks; and four, social handbooks.

Concerning sponsorship of the all-student handbooks, it was found that of the thirty-one tabulated, fourteen were sponsored by student organizations, eight by special handbook staffs or student newspapers, one by a faculty-dean committee, and one by a journalism fraternity.

The Two-Year Dietetics Training Program In the Technical Institute and Junior College

ANN L. HADDEN

THE graduates of the two-year dietetics training program in technical institutes and junior colleges fill vital roles in the hospitals and in various food services in certain sections of the United States. These graduates in general supplement the work of the professional dietitian who is a graduate of a four-year college and may or may not be a member of the American Dietetics Association. The technical positions taken by the two-year graduates include those of assistant dietitians or unit supervisors in large hospitals, food supervisors, cook managers of school lunches, and positions of a similar nature. These graduates do not replace the professionally trained dietitians but are able to relieve them of some of the more routine, time-consuming tasks.

The Advisory Committee of the American Hospital Association on Field Studies recognizes the importance of delegating such responsibilities to individuals with less training than the professional dietitian.¹ The two-year dietetics

program in the technical institutes or junior colleges fulfills this need and trains technically proficient people who are capable of taking over many phases of the dietetics program. Ordinarily they work with the professionally trained dietitian, but they may also manage the dietetics program for small hospitals of the fifty-bed class. Since the supply of professionally trained dietitians is less than that needed for available positions,² the demand for the service of the two-year dietetics graduates exceeds the present supply. The two-year dietetics program has been an integral part of the curriculum in some of the institutes of the state of New York for nearly forty years. The creation of the State University of New York in 1948 gave additional impetus and integration to the program.

It is recognized that the program in both the junior colleges and institutes has two well-defined objectives. These are:

1. Terminal education for many graduates who cannot for various reasons complete a four-year curriculum.
2. Two-years' transferable credit for those who eventually will complete a regular four-year curriculum.

The two-year dietetics training program has been implemented to

¹Charles E. Prall, "Need for Training Auxiliary Workers to Relieve the Dietitian, Report of the Advisory Committee on Field Studies, American Hospital Association," *Journal of the American Dietetics Association*, XXVII (August, 1951), 638.

²*Loc. cit.*

meet both of these objectives. The technicians trained under this program can and do fill positions which do not require professionally trained dietitians but that do require people trained beyond the high school level. If, at the completion of the two-year training, such graduates desire a four-year college degree, a number of four-year colleges will grant two years' transfer credit toward their own programs in the same or allied curriculums.

The programs of the two-year institutes and junior colleges are open to high school graduates with the possible exception, in the State University of New York, of a very few students who may be admitted because of maturity, experience, and education judged equivalent to the four-year high school graduate. This requirement is similar to that for the tax-supported four-year colleges and many other four-year colleges and should eradicate any assumption that the educational programs offered in the two-year institutes and junior colleges are less than college level.

The faculties of the two-year institutes in New York State and the junior colleges are selected on the same basis of education and experience as the faculties of other colleges and universities. This is particularly true of the faculties administering and teaching the two-year dietetics program. In addition to one or more academic degrees, such faculty members should have experience in business

or professional fields allied to dietetics. This experience may be in food service work of various types, in hospital dietetics, or in similar work. Since the two-year dietetics students must complete courses which are highly specialized as well as courses in general education, faculty members who can make the specialized courses as complete and concise as possible can better insure the students of success in their technical work on graduation. General education courses in communication skills, social sciences, physical sciences, as well as co-curricular activities, avoid making the two-year dietetics curriculum too specialized and aid in preparing the students in such a curriculum for fuller lives as individuals and as members of society.

The courses that comprise the two-year dietetics curriculum are selected to make the program as effective as possible. The general education courses include communication skills, social foundations, human relations, inorganic and organic chemistry, bacteriology, related art, physiology, personal and family management, and applied mathematics in the freshman year. In addition to these courses, food and nutrition and a small amount of work in quantity foods constitute the freshman program. In the second year, the emphasis is on specialized courses—institutional food preparation and problems, food service administration, food purchasing, the

selection of equipment and furnishings, diet therapy, food demonstrations, catering and advanced food preparation, and keeping records. Typewriting and either cooperative practice in a food service or hospital or a selected research problem complete the second-year curriculum.

The objectives, goals, and content of the courses listed above are similar to those offered in four-year colleges or universities. Since two-year dietetics students are on the average one or two years younger than students in the four-year colleges who are taking specialized courses, and, since they are taking a concentrated program of study, teaching techniques and classroom procedure must be carefully organized to make the teaching effective. Frequent evaluation in the classroom and laboratory are necessary to measure the progress of the student as well as to indicate in what ways the teaching is effective or ineffective. Adjustments in teaching methods may then be made if it seems advisable, or individual help may be given to those students who especially need it as shown by the evaluations. These evaluations may be made by objective or essay type examinations or through the use of appropriate rating or check sheets.

Special emphasis is being placed on general education in the two-year institutes and junior colleges

at the present time. The integration of general education with the technical program in dietetics has perhaps not been as difficult as it has been in some curriculums in the institutes.³ This is probably due to the backgrounds and education of the faculties involved. Home economics faculties, in general, recognize the importance of general education courses to preparation for the living of a fuller personal life and taking one's responsibility as a member of society. Many individual home economics faculty members in the technical institutes and junior colleges have had previous experience on the staffs of various four-year colleges and universities where they have helped work out an integrated program in home economics and general education. This experience makes them fully conscious of the importance of general education to the curriculum.

In New York State, a state committee composed of administrators and faculty members from the various technical institutes of the State University of New York that offer the two-year dietetics training program and the curriculum coordinator of the State University of New York Central Office help keep the program up to date and advise the individual institutes on their programs. The director of one of the interested institutes acts as an advisor to the committee, and the dean of the institutes is an ex-officio member of the committee. The expressed aim⁴

³Israel Kugler, "The Technical Institute and General Education," *Junior College Journal*, XXI (March, 1951), 387.

⁴Curriculum Committee Report. Unpublished. State University of New York, 1949.

of this state committee is to keep pace with the changes and developments in the technical field involved so as to benefit education, industry, and business. Each individual institute sets up its own curriculum within the framework of the committee findings. The committee advises the institutes as to the courses to be given and the hours per school year to be allotted to them, but there is considerable flexibility allowed to the individual institute. A local curriculum committee coordinates the curriculum of the individual institute with that of the state committee. The Director of the Institute and the head of the department involved act as advisors to the local committee. The selection of course content for each course is the responsibility of the faculty member teaching the course. Such a program allows for considerable uniformity but also for democratic flexibility in setting up the curriculum and course content of the two-year dietetics program in the institutes.

The state curriculum committee meets several times a year under the chairmanship of one of the group members. In addition to the curriculum recommendations mentioned above, this committee originates and carries out surveys, studies, and reports that might be helpful in developing future curriculums, recruiting students, placing graduates in technical positions, and vitalizing the two-year dietetics program.

At the present time, the state committee recommends a curriculum made up of forty per cent general education courses and sixty per cent specialized or technical courses, with a total of eighty semester credit hours for the two-year program. The credit hours are based on an average of ten hours' lecture and recitation and twenty hours' laboratory work per week or a total of thirty class hours per week. This is a slightly fuller schedule than that carried by most college students and necessitates considerable application and concentration on the part of the students.

The laboratory work in the specialized courses has been implemented so as to give the most well-rounded experience possible to the students. A cafeteria or other food service unit open to the students and faculty is operated by the second-year students under the supervision of trained faculty members. The students act as managers, prepare and serve the food, and take care of the housekeeping. They plan menus, purchase foods, make out work schedules and work sheets, keep records, check the cash, and are responsible for store-room control. In addition to this type of laboratory work, the students do laboratory work in diet therapy, give demonstrations in foods, and learn the principles of preparing the more universal types of foods.

As a supplement to the curriculum of the college, the two-year dietetic students are required to spend the summer between their first and second years of college work in affiliated hospitals. This work is under the supervision of qualified dietitians and the college administration. At the end of the summer's work, the supervising dietitians make reports to the college as to the work done by the students, and the students also fill in check sheets and make written reports of their summer experiences. The student reports are evaluated by the faculty and are a requirement for graduation. Summer work coordinates and supplements the classroom instruction with practical or on-the-job training. After graduation, most of the students take an internship of several months in affiliated hospitals and usually are paid maintenance and a small stipend. At the successful completion of the internship, the college placement bureau helps them secure positions as assistant dietitians or as dietitians for hospitals of the fifty-bed class. Some outstanding graduates are able to waive the internship training and secure positions immediately on graduation as assistant dietitians. Satisfactory completion of the two-year dietetics programs in the institutes of the State University of New York leads to the degree of Associate in Applied Sciences as

granted by the trustees of the University. The first such degree was granted in 1951. The standards for the approval of institutes for the granting of the degree were set up by a state committee, and all institutes were inspected and passed upon before they could grant the degree.

A survey of the graduates of the two-year dietetics program in the technical institutes of New York State was made in 1949 by the state curriculum committee.⁵ This survey showed that the graduates were principally employed in hospitals, commercial food establishments, and school cafeterias. Techniques used on the job were those common to administration and personnel work, food production, and service of food—included were kitchen management, menu making, simple record keeping, purchasing food, planning special diets, supervision and training of employees, maintaining standards of food production and service, responsibility for standards of sanitation and cleanliness, and office work.

The demand for well-trained two-year dietetics graduates of the technical institutes and junior colleges exceeds the supply. The salaries they receive are in general only slightly below those paid to the professionally trained beginning dietitians, and the possibilities for advancement, while not as wide as those for the professionally trained dietitian, are still good. If the two-year dietetics graduate is interested in advancing beyond the

⁵Unpublished Curriculum Committee Report. "Employment of Food Technician," State University of New York, 1950.

limitations of the technical field, she may transfer college credits to a four-year professional college or university and take additional work to secure a B.S. or B.A. degree, and she may take graduate work for an advanced degree. Since she has had experience in hospital dietetics, she is usually sure that that is the profession she wants to follow and is able to advance rather rapidly in the profession.

For students with limited funds, the two-year dietetics program answers a definite need. The expenses per year in most technical institutes and junior colleges are usually less than those in many four-year colleges and universities since the former schools are located in the communities near the homes

of the students and are tax supported. Two years of college obviously will cost less than four years and, if at the end of the two-year period the student has successfully completed a terminal course in dietetics, she will be well enough trained to take a recognized place in the labor market. This specialized training will prepare an individual much better for a job in her chosen field than will the first two years of a four-year college program which has no terminal objective at the end of that time. If the student wants to continue with her education after a few years of work, it will have been possible for her to have made savings from her earnings.

*The Junior College Library and the Community**

L. HERMAN SMITH

SINCE the junior college is also known as the community college, we should think of the junior college library as a community center, and re-evaluate our facilities and services in this light. Most of us are limited physically, in space, layout, and equipment in the services which we can offer the community. All of us, however, in spite of such limitations, can do much more than we are doing toward keying the library into an adequate public relations program. What are some of these community-library relationships which we should attempt to strengthen and promote?

We are all familiar with the services rendered to the faculty and students of our colleges by the public library, such as reference work, selections of materials for reports and term papers, and furnishing rooms for lectures and group meetings. Many of us lean heavily on the friendly goodwill and handy resources of nearby branches of the public library. What do we do for the public library in return? We were fortunate at Pasadena City College in getting a direct answer from the public library to

this question, as a branch librarian served as a lay member of one of the fact-finding subcommittees for the survey of our school system now being completed. In helping to prepare the report of this subcommittee on library and other aids to instruction on the junior college level, this branch librarian contributed the following suggestions as to ways in which the junior college library could help the public library:

1. We could interchange lists of periodical holdings and current subscription lists.
2. We could cooperate in the exchange of lost books returned to our respective libraries by mistake.
3. We could ask instructors to inform themselves of public library resources before making reading assignments.
4. We could allow the public library to check assigned booklists and bibliographies as a guide to book buying and also invite specific book order suggestions from instructors.
5. We could cooperate more closely in the training and placement of student assistants. The junior college library is a fertile recruitment area for our profession, and we should redouble our efforts to locate such recruits, train them, recommend them for part-time employment in the public library, and interest them in professional training and advancement.

Our relationship to the bookstores in our community has usually been that of purchaser to vendor and little more. Of course we drop in from time to time to look

*This speech was presented at an institute on The Librarian's Role in the Junior College held at Mt. San Antonio College, November, 1951.

over the new stock, and we try to take advantage of their occasional sales, but isn't this a rich field for improved public relations? Some of us have made friends with our booksellers and persuaded them to give us special discounts for our Faculty Book Club. Why not go one step further and fall in with the increasingly popular custom of holding a Book Fair in the library? It would give us some excellent publicity, with public attention focused squarely on the library, and the bookseller would welcome the stimulus to his business. At Pasadena City College we are currently experimenting with still another method of library-bookstore cooperation, that is, a personal library contest among our students. Under the sponsorship of the Library Council, this contest, which is to be an annual affair, is being held to promote individual interest in building a well-rounded book collection. Three prizes of \$15.00, \$10.00, and \$5.00 in the form of purchase orders for books are being offered by three Pasadena bookstores. The winning entries are to be displayed in the Pasadena City College Library, and possibly also in the downtown stores.

The library's usual function as far as the Parent-Teacher Association and other local organizations are concerned is to furnish a place for meetings. Fortunate, indeed, is the library which is equipped with a lecture hall or small auditorium for this purpose. In planning our

new buildings, we can all see the necessity of persuading our administrators, school boards, and architects that a junior college library building without a lecture hall and several conference rooms is inadequate at the very outset. Our library auditorium at Pasadena City College is in use almost every hour of the day and practically every evening of the week. Its average use totals forty hours a week. The hall's flexibility of design and the fact that a small kitchenette is available make it even more attractive for group use by school and public organizations. We protect ourselves by clearing all applications by non-school groups through the office of the Secretary to the Board of Education. If you do not have an auditorium, your reading room can be adapted for meetings. This is not an ideal situation, but at least it is a way to remind the public that the college does have a library.

We can be instrumental in establishing a stronger line of communication between the college and our local newspapers. All of us, to a greater or lesser degree, maintain school archives and historical materials relating to our respective institutions. Why not supply the Sunday editor with a feature study now and then relating to campus activities? Just such a recent story, describing some of the contents of our Pasadena City College Library's Treasure Room and listing some missing issues of our high school yearbook near the turn of

the century, elicited several offers of wanted numbers and enabled us to complete our files. School doings are always news, and editors always like to compare the present with the past and to follow up on the current activities of old "grads." That's where *we* come in—furnishing them with the materials which they need.

One group in the community with whom our relationships have always been close is composed of our fellow librarians from high schools, colleges, universities, and special libraries in the area. We see one another regularly at professional meetings, we phone one another when we get in a "jam" for ideas and suggestions, and all in all we comprise a fairly well-knit fraternity. Perhaps, however, we could make more effective use of our librarian friends as resource personnel in vocational guidance. As I mentioned before, we all do some recruiting of prospective librarians among our students, but our efforts tend to be casual and spasmodic. At Pasadena City Col-

lege we have a semiannual Vocational Conference Day, and we always invite one of the librarians from our own or a nearby community to come and talk informally with students interested in librarianship as a career.

Apart from these special groups which I have described, what services can we extend to the community at large? We can, of course, permit citizens to borrow our books, perhaps upon payment of a nominal deposit. We can hold an occasional Open House in the library, particularly if a campus-wide event is scheduled. We can arrange special exhibits of community interest. Perhaps we can interest local artists in loaning us some of their paintings for long-term display, as Ejnar Hansen of Pasadena has done for us. Surely these few hints and suggestions have only scratched the surface. Many of us have more and better ideas for improved library-community relations. Let's see if we can put some of them into effect!

Some Aspects of the Status of Junior Colleges in the United States

P. L. ELLIOTT, President
Gardner-Webb College
Boiling Springs, North Carolina

North Carolina

NORTH Carolina does not have a system of state-supported junior colleges. At present there is a commission studying the advisability of developing such a system. The system of public junior colleges is rather loosely constructed. It is composed of one state school, The Morehead City Technical Institute, Morehead City, N.C.; one county school, the Wilmington College, Wilmington, N.C.; and two local schools, Asheville-Biltmore College, Asheville, N.C.; and Charlotte College, Charlotte, N.C. The Wilmington College and Charlotte College developed from centers of the University of North Carolina, fostered during the war period. The North Carolina Association of Junior Colleges includes, in addition to the schools mentioned, one private non-profit institution and

eighteen denominationally owned and operated colleges. These are divided as follows: five Baptist; five Presbyterian; three Methodist; three Catholic; one Episcopal, and one Lutheran. Of the total, ten are members of the Southern Association of Colleges and Secondary Schools. Of these ten, four are Baptist; two Catholic; one Episcopal; two Methodist; one Presbyterian.

The organization of the junior colleges in North Carolina is merely a voluntary association for mutual benefits and help in solving common problems. It makes no pretense at being an official organization. It meets twice each year, once in connection with the Junior College Workshop at the University of North Carolina in July and once, at breakfast meeting, in conjunction with the North Carolina College Conference in November.

Current Publications Received of Interest to Junior College Readers

- American Association of School Administrators. *The American School Superintendency*. (Thirtieth yearbook of the Commission on the American School Superintendency.) Washington, D. C., American Association of School Administrators, 1952. Pp. 663. \$5.00. Current trends in school superintendency based on surveys and reports.
- Bogorad, Samuel N. and Trevithick, Jack. (eds.). *The College Miscellany*. New York: Rinehart & Company, Inc., 1952. Pp. x + 621. \$3.75. A limited selection of essays, poems, short stories, and plays.
- Brooks, Van Wyck. *The Flowering of New England*. New York: E. P. Dutton and Company, Inc., 1952. Pp. viii + 563. \$1.45. An account of the cultural development of New England.
- Brownell, Baker. *The College and the Community*. New York: Harper & Brothers, 1952. Pp. vii + 248. \$3.50. A critical study of higher education.
- Chambers, M. M. *The Colleges and the Courts 1946-50*. With a Foreword by Edward C. Elliott. New York: Columbia University Press, 1952. Pp. 202. \$3.00. Judicial decisions regarding higher education in the United States.
- Clapp, Elsie Ripley. *The Use of Resources in Education*. With an Introduction by John Dewey. New York: Harper & Brothers, 1952. Pp. xvi + 174. \$4.00. A report on the means employed by teachers in two rural public schools in Kentucky and West Virginia to utilize and develop personal and community resources.
- Dodds, Harold W., Hacker, Louis M., and Rogers, Lindsay. *Government Assistance to Universities in Great Britain*. With a Foreword by John D. Millett. New York: Columbia University Press, 1952. Pp. x + 133. \$2.50. Memoranda submitted to the Commission on Financing Higher Education concerning government support of higher education.
- Dubish, Roy. *The Nature of Number*. New York: The Ronald Press Company, 1952. Pp. xii + 159. \$4.00. An approach to basic ideas of modern mathematics.
- Harral, Stewart. *Tested Public Relations for Schools*. Norman: University of Oklahoma Press, 1952. Pp. x + 174. \$3.00. Outline of methods of organizing and maintaining an effective program of public relations, with case studies of successful projects.
- Henry, Nelson B. (ed.). *Education in Rural Communities* (Fifty-first Yearbook of the National Society for the Study of Education, Part II.) Chicago: Distributed by The University of Chicago Press, 1952. Pp. xiv + 359 + lxx. A general treatise on the major characteristics and services of rural schools.
- Howells, William Dean. *A Hazard of New Fortunes*. With a New Introduction by George Warren Arms. New York: E. P. Dutton and Company, Inc., 1952. Pp. xxiv + 552. \$1.45. A novel concerning primarily the irrationality of earning and the subsequent folly of spending as gauged by standards of good sense and taste.
- Macrae, David. *The Americans at Home*. New York: E. P. Dutton & Co., Inc., 1952. Pp. 606. \$4.50. An account of the life and times of America one hundred years ago.
- McVey, Frank L. and Hughes, Raymond M. *Problems of College and University Administration*. Ames: The Iowa State College Press, 1952. Pp. xiii + 326. \$3.50. A solution to some of the problems and duties encountered by new presidents of institutions of higher education.
- Marsh, Irving T. and Ehre, Edward. (eds.). *Best Sports Stories 1952*. New York: E. P. Dutton and Company, Inc., 1952. Pp. 336. \$3.50. A review of the 1951 sports year, the champions of all sports, and thirty of the year's best sports pictures.
- Morris, Glyn. *Practical Guidance Methods for Principals and Teachers*. With a Foreword by Ruth Strang. New York: Harper & Brothers, 1952. Pp. xii + 266. \$3.75. A former principal's story of his experience in working out a practical program of guidance in a small school with limited funds.

Science Research Associates, Chicago, Illinois, 1952. Life Adjustment Series: Clark, Thaddeus B. *What Is Honesty?* and Dimond, Stanley E. *You and Your Problems*. Better Living Series: Bacmeister, Rhoda W. *Your Children's Manners*. \$.40 each.

Sorrenson, Fred S. *Speech for the Teacher*. New York: The Ronald Press Company, 1952. Pp. xiv + 471. \$4.50. A text for basic speech courses in teachers colleges and university schools of education.

Squire, Russel N. *Introduction to Music Education*. With a Foreword and Appendix by Karl W. Gehrkins. New York: The Ronald Press Company, 1952. Pp. ix + 185. \$3.25. A textbook for college courses that attempt to survey music education as a whole.

Turngren, Annette. *Choosing the Right College*. New York: Harper & Brothers, 1952. Pp. viii + 149. \$2.50. A guide to the choice of a college concerning economic, academic, and social considerations.

State Deputies of Editorial Board Members

THE large geographical area included in the respective accrediting regions makes it difficult for the Editorial Board member representing the region to maintain close contact with the junior colleges represented by the member. A plan of appointing deputies in each state to assist the Editorial Board member is now in operation. Their names are listed here in order that junior college staff members may know the person with whom they may work on problems relating to the *Junior College Journal*.

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From the Executive Secretary's Desk

JESSE P. BOGUE

A NUMBER of congressional investigations have been carried on during the past year which have direct implications for education. Junior college programs and expectations for the future are tied into several of these inquiries. This point needs emphasis in our thinking because there are times when it seems to be accepted that governmental actions do not relate themselves to the junior colleges. They may be affected by the fact that they are ignored; that is, they are just left out of consideration.

The Washington Office of the Association has been keenly interested in a number of congressional proposals some of which either have been enacted into law or may be enacted. One of these is the GI Bill of Rights. Junior colleges were deeply involved in this program. No one has made a study to find out how many former service men and women have been educated in junior colleges. It is probable that the number runs into the hundreds of thousands. For this reason there is real interest in proposals now before Congress in the Teague Bill, HR 6425.

Many of the features of this bill are based on a long investigation. Results were published in House Committee Print No. 160, First Session, Eighty-Second Congress, entitled, "General Accounting Of-

fice Report of Survey—Veterans' Education and Training Program."

In some respects this report does not flatter schools, colleges, or even universities. There were general impressions abroad that much of the questionable practices with respect to the educational program originated in profit-making institutions and trade schools. When one reads the report he becomes convinced by documented evidence that other kinds of institutions were involved. The report states:

By and large the schools are believed to have been adequately paid for the services rendered, but appraisal of the fiscal aspects must be tempered somewhat by the fact that examinations by the General Accounting Office have disclosed overpayments of one kind or another in two-thirds of the schools examined. The number examined necessarily was limited, but large enough to be representative. Many of these overpayments were the result of carelessness in keeping records or in complying with VA regulations, but an unusual number resulted from irregular and apparently fraudulent practices.

The report continues for nearly two hundred pages of documented evidence although actual names of schools and colleges are not indicated. As an example of some problems in negotiating contracts with institutions consider the following:

One eastern university receiving the nonresident rate decided to negotiate a contract providing for compensation based on the estimated cost of teaching personnel and supplies for

instruction. However, the school was so successful in its dealings with the VA that it was able to collect both the negotiated credit-hour rates and in addition its customary 'fixed charge' which was the only charge made other students on account of tuition. This resulted in payment of tuition in excess of the costs of teaching personnel and supplies for instruction allowable under the statute. For each veteran student the university received about \$200 more per year than for a non-veteran resident of the state, and \$60 more than for a nonveteran student residing out of the state.

One can better understand the provision of the Teague Bill, therefore, which provides that a scholarship shall be paid directly to the eligible veteran and "foster a relationship between the veteran and the educational institution which is the same as that of nonveteran students." At this point consideration for a number of junior colleges comes into view because they have no tuition charges at all. Therefore, they cannot charge a veteran for tuition even though the government may have awarded him a scholarship in money. In all probability tuition could not be collected legally, and if it were, the public relations reactions could be explosive. The Teague Bill does provide in its original draft for payment to schools without customary fees and tuition. It is known that the overwhelming weight of testimony presented in hearings is against this provision. It is believed by the opponents that it would inevitably lead the GI program back into the problems and difficulties it is trying now to escape. Be that as it may, one cannot understand the temper of

Congress and its present determination respecting the GI Bill of Rights without reading the background for this temper in the Report of the General Accounting Office.

If the Teague Bill should be amended by the elimination of the section which provides for payment to non-tuition junior colleges, this legislation will inevitably have its effects. In those states where tuitions are not allowable under the laws of the states, veterans will be educated by the states and districts in the same manner as other citizens.

* * *

There is before Congress at this time several bills which provide for the extension of ROTC and similar units to junior colleges. The best known are S 325 and HR 1168. Junior colleges have grown up since the first ROTC bills were passed and long after the Land-Grant funds were provided for this type of state institution. These colleges are expected to combine military training with agricultural and mechanical education. It has required a great amount of education to bring the Department of Defense and Congress to see the changes which have taken place in American higher education by the development of the junior college movement. By reason of the fact that junior colleges have not been included in the reserve military programs they now find themselves in difficult situations. Letters and other representations have come

to the Washington Office with complaints that senior institutions with reserve programs have used this advantage to lure junior college students to the senior college campuses. Perhaps a number may believe that they may have induction under Selective Service postponed. We seriously doubt if this point of view is commonly shared by our young men. We have faith that they wish to prepare themselves for the highest possible service in peace or in war.

Gradually, the representations of junior colleges that fairness demands the extension of reserve units to their campuses are making headway. We know that the Department of Defense has been convinced that large numbers of potential officers are being lost because of this lag in the national legislation. We have assurances, too, that many congressmen and senators who come from states where junior colleges have developed are equally convinced and determined to do something about it. This whole matter, therefore, is another line of convincing evidence that the welfare of junior colleges is bound up with national legislation.

* * *

Closely allied with the above-mentioned reserve programs is that of the Platoon Leaders Class of the United States Marine Corps. About eighteen months ago, there were no provisions for junior college students to have induction into the armed services postponed

even though they might be members of the Platoon Leaders Class. This privilege was extended to students in the first two years of senior colleges. Clearly here was another instance of discrimination. It resulted in students leaving junior colleges at mid-year to enter senior colleges or to be inducted into the armed services. Representations were made to the proper authorities. The justice of the cause was established. It resulted in a change of policy. Now, junior college students who are members of the Platoon Class who sign statements of intention to advance into senior colleges after graduating from the junior college receive the same consideration as students in senior colleges. Here, again, is a good example of how either legislation or departmental directives can affect seriously the status of students in junior colleges and in the end the welfare of the institutions themselves.

* * *

Let us take the question of Selective Service and the postponement of college students. The Act under which this program operates does not define a college. That was left to the executive branch of the government. It required several meetings to convince certain officials that junior colleges were in fact colleges. When one official was asked, "What is a college by your definition?" he replied, "A college is a four-year institution of higher learning which grants the bachelor's degree." If that in-

terpretation of the law had stood, it is easy to see that no junior college students would have had induction postponed.

After the first round had been won, the second had to do with the status of so-called terminal students. This was much more difficult because the concept was entirely new. The final decision, however, was won for students who planned to take two-year college courses only.

* * *

Or again, we still face the proposals for Universal Military Training. While the bill has been recommitted to the House Armed Services Committee, there are powerful and insistent proponents who are working hard to revive the issue. It may be dead in this election year, but it will come back again in the next session of Congress. In the meanwhile, the Association is allowing no grass to grow under its feet. The position which the Association has consistently taken for a number of years has gradually won more support. The Association has been *invited* to attend certain meetings with top ranking legislators who are now convinced that certain aspects of the junior college plan are sound and should be enacted into law. One of these has to do with the utilization of educational institutions to a far greater extent than has been the case in former bills before Congress. Another deals with the fact that voluntary en-

listments should be encouraged; still another, that the National Guard and the Organized Reserves should be expanded and strengthened so that men may continue to live at home, be profitably employed, and at the same time take their military training.

The concept is entirely different from that of the Pentagon which provided for "an all or nothing" plan to funnel all men eighteen years of age through the same program. The concept of universality of obligation for national security has never been the fly in the ointment for junior college people. They have seriously questioned the *plans* by which such universal service might be rendered most effectively. The crux of the question has been not so much the *what* but rather the *how*.

Junior colleges and all institutions of higher learning have a real interest in this whole matter both for themselves specifically and for the welfare of the country as a whole. We have good reasons to believe that the next bill which will be introduced will embody at least certain aspects of the junior college plans. For many years education and military training have been combined to provide for the great majority of our commissioned officers. Apparently this plan has worked well; otherwise it would not have been continued for so many years. Junior colleges propose that it shall be further extended.

The Junior College World

JESSE P. BOGUE

Tennessee Wesleyan College, Athens, Tennessee, has the good fortune of enthusiastic support from the local Junior Chamber of Commerce. On Wednesday, March 12, the Chamber sent organized teams of speakers to sixty high schools in Northern Georgia and East Tennessee in behalf of the college. The original suggestion came from Felix Harrod, a prominent Baptist layman in Athens and a graduate of the college and the University of Chattanooga. After approval of the idea had been given by the Chamber of Commerce and President LeRoy Martin of the college, the service clubs of the city were invited to participate. As a result, fifty-four of the most prominent bankers, lawyers, and business men responded and took part in the visitations of the high schools.

The visitors reported a cordial reception at all high schools from faculties and students. A Northerner who is principal of the Alcoa High School stated that he had decided to remain in the South because he was impressed by the cooperation and support of Athens and Tennessee Wesleyan by the business and professional men of the community.

East Los Angeles Junior College, Los Angeles, California, was selected by Freedom's Foundation for a 1951 award "for outstanding achievement in bringing about

a better understanding of the American way of life." The award was \$200 in cash and an honor medal to the junior college. Leland Stanford University and San Diego State College were the other institutions in California selected under the same classification. Decision of the judges was based on materials coordinated and presented to Freedom's Foundation by Dr. Ted Gordon of the East Los Angeles faculty under six categories:

1. A club of students known as the Future Teachers of America with Miss Frances Wilson as advisor.
2. A club of students from foreign lands attending the college known as the International Club sponsored by Mr. Eugene Lazare.
3. A club of students known as the 21ers with Mr. Walter B. Evans as advisor.
4. The curriculum of the college for educating social welfare aides with Dr. Helen Miller Bailey as chairman.
5. The curriculum for training salesmen and secretaries on the cooperative plan with Mrs. Sylvia Lane and Miss Oral Ware as faculty in charge and Mr. Grody as chairman.
6. A textbook entitled, *Your American Government — The Citizens Approach*, written by three members of the faculty, Dr. Helen Miller Bailey, Mr. Conrad H. Hawkins, and Mr. Eugene Lazare. This textbook has been adopted by colleges and universities across the nation.

Freedom's Foundation, Valley Forge, Pennsylvania, would welcome presentations of programs from other junior colleges. College presidents who may be inter-

ested in this sort of project should write to the Foundation.

Centenary Junior College, Hackensack, New Jersey, recently received another gift of \$25,000 to be applied on the cost of erecting a recreational building on the campus. This gift was made by Mr. John N. Reeves of Summit, New Jersey, a trustee of the college; trustee of American University, Washington, D. C., and of the Methodist Hospital in Brooklyn, New York, and a former chairman of the New York Conference of Christians and Jews.

The recreational building's plans have been drawn to harmonize with the new library and other buildings on the campus. The estimated cost is \$125,000, and the building will seat 1,500 people. It is planned to have extensive offices, sorority rooms, kitchen, stage, etc. Dr. Edward W. Seay, President of Centenary, has been very successful during the past two years in raising considerable sums of money for the college.

The Curtis Vocational Plan. The Editor of the *World* has come across a number of reports from schools and colleges which are engaged in an interesting plan to combine vocational training with fund raising. The idea was explored further and is passed along for the attention of all junior colleges. We contacted John L. Daly, Manager, Vocational Plan, Curtis Circulating Company, Independence Square, Philadelphia, for details of the plan. At the request of the

school or college a representative of the Curtis Vocational Plan meets with a group or groups of students who wish to participate in selling magazines. The presentation by the representative deals with such subjects as salesmanship, history of money, development of transportation, value of education, leadership, etc. The particular topic selected deals primarily with salesmanship as a vocation.

Emphasis is placed on those qualities of personality which educators and businessmen have found to be valuable in human contacts. The general principles are carefully outlined, and the actual selling by students results in tests and practices of these principles. In the average school the operation of selling seventy-five popular magazines covers about ten days with two week-ends. The selling is done after school hours and on week-ends. Many of the details for management are handled by an Executive Committee. We have seen reports from some schools which have come to the Washington Office which show that several thousands of dollars have been earned. In addition to the funds raised for the school, students have received valuable experience in the art of selling. Junior colleges which may be interested to explore this project should contact Mr. Daly.

Illinois Association of Junior Colleges held the spring meeting in Chicago on April 4. Officers elected for the new year are: Dean

Elmer Rowley of Joliet Junior College, President; Superintendent Hal O. Hall of Bellville Township Junior College, Vice, President; Dean Oscar Williams of Wilson Junior College, Secretary-Treasurer. Extensive discussions were held respecting legislative matters, and the organization was perfected to carry requests to the state legislature next year. Dean John MacKenzie of Port Huron Junior College, Port Huron, Michigan, brought the greetings of the North Central Junior College Council and briefed the meeting on developments in that state. He also reported on progress for the Council's fall meeting at Kansas City, Kansas, and urged attendance at the national convention of the American Association of Junior Colleges in Boston, June 25-28, 1952.

Dr. E. A. Lichty of Illinois State Normal University reported on the junior college workshop to be held at Normal, Illinois, June 18-20, 1952. One of the consultants for this conference will be Leland L. Medsker, Director, East Campus, Contra Costa Junior College, Martinez, California, and formerly Dean of Wright Junior College, Chicago. Medsker will also give the keynote address for the conference. He will be on his way to Boston from California to attend the national convention.

Colorado Public Junior Colleges pooled their resources this year to publish a four-page illustrated folder for distribution to all high school seniors of the state. An

interesting spread has been made of the map of the state with a picture of a main building of each of the seven colleges placed in the approximate location of each school. They are: Mesa, Fort Lewis A and M, Pueblo, Trinidad, Lamar, La Junta, and Northeastern. General information is presented about the place and function of the junior colleges. Each school also has a short presentation of its program. An appeal is placed at the end of the brochure just above a striking illustration: "Attend a junior college near your home—become a part of the fastest growing educational movement in the United States of America."

Clark College, Vancouver, Washington, has at last secured the services of a full-time president. Dr. Paul Gaiser, formerly Superintendent of the Vancouver Public Schools and President of the College, will now devote full time to the presidency of Clark. *The Columbian*, of Vancouver, for March 27, 1952, gave first editorial space to Dr. Gaiser's election and praised the selection of Dale Whitenack as the new superintendent of schools. "Dr. Gaiser is one of the Northwest's most distinguished educators," the editorial stated. "His decision to become the full-time president of Clark College means that that fine institution will continue to increase in prestige and educational capabilities." Dr. Gaiser has been very active in the civic affairs of the city and state. He and his family occupy a unique

place in the esteem and affection of the citizens of Vancouver.

Briarcliff Junior College, Briarcliff Manor, New York, has the distinction of being the only junior college in the United States to be selected by the U. S. Army Map Service to give a curriculum in cartography. A well illustrated folder has been published by the college which shows what the program is like and outlines the full curriculum for the two years of study. In brief, the first year requires six hours each of English, social studies, and an elective which may be science and mathematics or some other subject; twelve hours are required in the major field of cartographic techniques and geography. In the second year, six hours of social science are required; English may be elected; six hours of science and mathematics are required; and twelve hours of work in the major field of advanced cartographic techniques and advanced geography. It will be observed that the curriculum provides for general education, related subjects, and twenty-four hours in the technical major. Junior colleges interested in curriculum building for specialists and technicians may wish to examine the general plan at Briarcliff for its application to other fields of study. Mrs. Ordway Tead is President of Briarcliff.

Ventura Junior College, Ventura, California, will begin a two-year community college in the Ventura Union High School District

this coming fall. The District Board of Trustees voted to discontinue the 4-4 form of organization in favor of the 3-3-2 with a comprehensive plan to modernize and expand the school plant. Faculties are being reorganized to staff the junior high school, the high school, and the junior college as separate units in the system. Extensive work is being done to construct the college curriculums in the light of recent decisions for reorganization. The decision to make the changes indicated resulted from an extensive survey of the supporting community by representatives from the School of Education, University of Southern California.

Leadership for the reorganization is provided through Dr. John B. Crossley, Superintendent, and D. R. Henry, Principal. Faculty and lay committees are active in helping to make decisions to provide for a functional two-year community college in harmony with the self-determined needs of the people of the district. A new campus for Ventura College of 113 acres has been secured. The voters of the district approved a five million dollar bond issue in February, 1951. The new campus is expected to be opened in September, 1953.

The National Convention will be held in Boston, Massachusetts, June 25 to 28 of this year. The program for this meeting has been widely publicized through the *Washington Newsletter*. The headquarters for the convention is the

Hotel Statler. The Association welcomes not only official delegates but all visitors who may care to attend the sessions. The theme for the convention, adopted by the Board of Directors at a meeting in Washington, January, 1952, is "New Occasions Teach New Duties." The program will attempt to identify what some of these new occasions are for junior colleges today and in the immediate future and what new duties must be assumed to meet them.

One of the features of the convention will be twenty discussion groups dealing with subjects identified by the Research and Service Committees of the Association. The analyst for the discussions will be Dr. Francis Horn, Executive Sec-

retary, Division of Higher Education, National Education Association, and formerly Dean, McCoy College, The Johns Hopkins University. Expert resource people will be in each discussion group. The findings will be published for the further direction and assistance of all junior colleges.

The New England Junior College Council has been working during the past year on plans for entertainment features for the convention. Reports indicate that many junior college administrators are driving to the convention with their families. Outstanding authorities and speakers have been secured for the main sessions of the convention.

Notes on the Authors

MARION GAITHER KENNEDY

A former contributor to the *Journal*, BASIL H. PETERSON has submitted *Feeling the Pulse of the Public* in which he reports on college-community activities. Dr. Peterson is President of Orange Coast College.

TIMOTHY P. DONOVAN has touched on some vital issues in his forthright article, *Problems of the Instructor in the Junior College*. Captain Donovan is Instructor in History at Oklahoma Military Academy.

Faculty Members Are in the Publics' Eyes was written by ARNOLD A. HEYL, Psychologist-Counselor and Social Science Assistant of the Testing and Guidance Bureau of The University of Texas.

The author of *The Ideal Junior College Instructor*, C. C. COLVERT, is well-known to junior college readers. Dr. Colvert, a former President of the American Association of Junior Colleges, is Professor and Consultant of Junior College Education at The Uni-

versity of Texas and Director of Research of the AAJC.

Dean CORNELIA CARTER of Vincennes University has contributed a second article to the *Journal*, *Survey of Handbooks in Small Colleges and Universities*, based on her recent survey. Miss Carter's first article appeared in the April *Journal*.

ANN L. HADDEN has explained in detail *The Two-Year Dietetics Training Program in the Technical Institute and Junior College*. Miss Hadden is Instructor in Food Services Administration at the Agricultural and Technical Institute of the State University of New York.

The Junior College Library and the Community is a speech presented by L. HERMAN SMITH at Mt. San Antonio College. Mr. Smith is Librarian at Pasadena City College.

Handbook for Writers was reviewed by JEFFERSON HORN who is Instructor of English at Baker Junior High School, Austin, Texas.

Recent Writings

JUDGING THE NEW BOOKS

BOGUE, Jesse P. (ed.). *American Junior Colleges*. (3rd ed.). Washington, D. C.: American Council on Education, 1952, Pp. x + 604. \$7.50.

The third edition of *American Junior Colleges* was published in May, 1952, through a cooperative arrangement between the American Association of Junior Colleges and the American Council on Education. This edition will be a companion volume to the sixth edition of *American Universities and Colleges*, long a standard reference work for students of higher education.

The 1952 edition of *American Junior Colleges*, as was the 1948 edition, is edited by Jesse P. Bogue, Executive Secretary of the American Association of Junior Colleges. The chapters in Part I of the new edition were written by Lawrence L. Bethel, Director, New Haven YMCA Junior College; Phebe Ward, who will be recalled for her editorship of *Terminal Education in the Junior College**; S. V. Martorana, Assistant Professor of Education, Consultant for Junior Colleges, The State College of Washington; Harry E. Jenkins, President, Tyler Junior College; and Dr. Bogue. Introductory statements for the descriptions of junior colleges in each of the states were written by Winifred Long, formerly Executive Secretary of

the American Association of Junior Colleges.

The contents of the new edition of *American Junior Colleges* follow the same pattern of organization as the two previous editions. Part I comprises summary descriptions of the various aspects of the junior college movement. Part II is devoted to the institutional exhibits. Significant data are presented in tabular form in the Appendix. Two indexes aid the reader in locating material. The first index covers topics in Part I and the Appendix, while the second index covers the institutional exhibits.

Several innovations will be found in the 1952 edition of *American Junior Colleges*. Some of these consist of a new arrangement of features which have been standard since the first edition. Others occur in the addition of new topics to the book.

Probably the two most significant changes in the volume are found in the addition of a new chapter in Part I dealing with the legal status of American public junior colleges and the rearrangement of the array of institutional exhibits on the basis of individual states in which these institutions are located as compared with the previous arrangement on the basis of alphabetical order.

*Phebe Ward, *Terminal Education in the Junior College* (New York: Harper and Brothers, 1947).

Aside from the addition of one chapter to Part I, the other chapters in this section of the volume cover the same topics as in the preceding editions. Chapters I and II in the first, second, and third editions are entitled: "Types of Junior Colleges" and "Development of the Junior College Movement." The topic, "The Legal Status of American Public Junior Colleges," not found in previous editions, becomes Chapter III in the third edition. The title of Chapter III in the first edition of *American Junior Colleges* has undergone a slight change from edition to edition. In the first edition, the Chapter was "Present Status of the Junior College Movement"; in the second edition, "Present Status and Trends of the Junior College Movement"; and in the third edition, "Present Trends in Junior Colleges." The last two chapters in the first edition dealt with general accreditation practices and with accrediting agencies and their standards. These topics similarly comprise the contents of two of the chapters in the second and third editions.

The reorganization of Part II, "Institutional Exhibits," in the third edition will probably be welcomed by readers who have formed the habit of using the volumes of *American Junior Colleges* regularly. In the earlier editions, junior colleges were listed on the basis of alphabetical order. This required the reader to skip about in Part II if, as so often was the case, he was concerned with some

problem of the junior colleges of a single state. Under the new arrangement, the institutions are listed by states.

The value of the new arrangement of institutional exhibits is further increased by the adding of two features to sections dealing with each of the states. One feature is the introductory statement at the beginning of each section. A short but clear account is presented of the status of junior colleges in the respective states.

The second feature included with each state section of the institutional exhibits is the description of state accrediting agencies and standards. This feature makes the description of these agencies and standards much easier to use. In the past, it was necessary to refer to Part I to locate such descriptions.

The first two sections of the Appendix are devoted to descriptions of the American Council on Education and the American Association of Junior Colleges. This arrangement follows the order established in the first two editions of *American Junior Colleges*. The essential facts for an understanding of these two organizations are presented in an interesting way.

The first edition of *American Junior Colleges* carried two features in the Appendix which were dropped in the second edition and have not been restored in the third edition. These two features consisted of a directory of junior college organizations and a directory

of junior college societies. There are some readers who no doubt will feel that this omission from the second and third editions is a real loss. Of course, it may be argued that the longer intervals between editions soon makes the officer personnel listings of these directories obsolete and that the *Junior College Directory* annually carries an up-to-date listing. It remains, nevertheless, a source of some disappointment that these features were not restored to the latest edition of *American Junior Colleges*.

One innovation in the arrangement of data in the Appendix which probably will be approved universally is that of presenting in one composite table all the material previously included under the heading, "Classified List of Junior Colleges Appearing in Part II." In previous editions, the reader has had to search through separate tables to locate information about such topics as "junior colleges for men," "junior colleges for women," "branch junior colleges," "junior colleges reporting summer sessions," and other aspects of junior colleges. The presentation of all this material in one table facilitates the work of the reader. One new topic, "junior colleges reporting evening sessions," is included in this table.

From a statistical standpoint, the third edition of *American Junior Colleges* is approximately 12.5 per cent larger than the second edition and 24.4 per cent larger

than the first edition. Moreover, on the basis of the number of junior colleges appearing in the institutional exhibits, there is an increase from edition to edition of 494 in the first, 557 in the second, and 575 in the third. This last series of figures is of particular significance when it is recalled that (1) *American Junior Colleges* includes institutional exhibits only for accredited junior colleges and (2) there is actually only an increase of eleven junior colleges in the over-all count from 1940, the date of the first edition, to 1952. The total count in 1940 was 575, while in 1952 it is 586.

The editor, contributors, and publishers of the third edition of *American Junior Colleges* deserve commendation for their work on this volume. Its new features, which have been described, and one additional feature which should be mentioned, its greater readability due both to arrangement and format, will make it a valuable addition to the reference works which those interested in the junior college movement will find indispensable.

JAMES W. REYNOLDS

LEGGETT, Glenn, Mead, C. David, and Charvat, William. *Handbook for Writers*. New York: Prentice-Hall, Inc., 1951. Pp xix + 378. \$2.50.

If one were to judge by the endless array of formal and informal courses purporting to insure varying degrees of efficiency, the Eng-

lish language is not an entity but a hodgepodge of seldom related and often overlapping segments which the average person struggles with, endeavoring to fit the pieces together once and for all. At least one solution to this problem has been presented in *Handbook for Writers*, a concise, comprehensive book which uses its own thesis in providing an effectively clear, and logically arranged outline of the English language in terms of its actual daily usage.

If a book on a technical subject is to be usable, it must present its elements in readily available form and in understandable terms, each phase retaining the meaningfulness of its individual functions, yet conforming to the pattern of the whole. The *Handbook for Writers* has achieved this result.

Without apology the authors plunge the reader directly into the proverbially cold abyss of grammar. The grammar is presented not with the complexity of textbook language but rather with the easy familiarity of daily jargon. It is grammar with a purpose, the intent to communicate in writing in an understandable and agreeable manner. If one has any lingering doubts concerning his knowledge of the fundamentals of sentence sense, adjectives and adverbs, case, agreement, sense and mood, diagramming, or any of the peripherals, he may proceed with confidence to the *Handbook* for the basic answers.

After one has arrived at conclusions which are couched in prop-

er sentences, there is still the problem of manuscript mechanics, the little but important details of arrangement, proofreading, revision, and handling of numbers, abbreviations, and syllabication. Sections 12-15 of the *Handbook* present a working condensation of the uses of these essentials.

The bane of a great deal of otherwise acceptable writing is the lack of cohesion—in sentence, in paragraph, and in the communication *in toto*. This aspect of writing is referred to in the *Handbook* under the general heading of Larger Elements; the sections include stress and advice on the facets which comprise the whole composition and on paragraph unity, coherence, and development.

There are sentences which accomplish their aim reasonably well, and there are better sentences which by virtue of certain inherent traits achieve the same aims more surely, more interestingly, more forcefully, and more effectively. According to the *Handbook*, lack of effectiveness in sentences may be due to one or more of a number of structural faults, which the authors discuss under such headings as subordination, comparisons, overloaded sentences, misplaced parts, and similar faults which result in weak rather than strong sentences. The keynote of this series of sections is the suggesting of improvements which will add greater effectiveness to sentences.

Communicative writing can be done with a scant vocabulary, with improper use of words, and even

with a modicum of misspelling, but writing improves in expressiveness in direct proportion to the writer's capability in handling words. The *Handbook* considers seven areas of concentration in word usage to which a writer may turn for constructive help.

Words and sentences, however, are often meaningless, or at least less meaningful than they might be, because of the lack of or misuse of punctuation. In essence, punctuation constitutes the framework which allows order to be formed from what often borders on a chaos of mere words. The *Handbook* gives consideration to each of the several phases of this problem.

Final sections are devoted to what the authors refer to as Special Aids; these include valuable instructions on business and social correspondence and on the location and preparation of subjects requiring library research,

both elementary and advanced. A working index of grammatical terms is added for extra measure.

This *Handbook for Writers* does not have all the answers nor does it profess to supply them. It is not a pretentious book, but one which follows the conventional pattern. There is no question but that it is a very helpful book, yet it does not add anything new.

Several features are particularly outstanding about the book: its readability, typography, compactness, examples presented in common terms, exercises in sufficient number to cover the topic, and illustrations unusually well chosen.

This is one handbook which any writer who gets puzzled over English fundamentals might profitably consult. However, this book appears to be intended primarily for the writer on the equivalent of the Freshman level in college rather than for the professional author.

JEFFERSON HORN

Selected Reference

H. F. BRIGHT

Boeck, Al, Jr. "Teachers and Public Relations," *College Public Relations Quarterly*, III (January, 1952), 21-25.

In general, faculty members are not greatly interested in their own influence upon public opinion regarding the institution with which they are associated. In an attempt to interest the staff in public relations, a survey of student opinions was made at the State University of Iowa to measure student reaction to teachers. Through random methods a sample of students highly representative of the university student body with regard to college class and sex was chosen.

Questions were asked dealing with: the importance of the faculty and their methods as subjects of discussion among students; possible needs for closer social relations between faculty and students; qualities of good and poor instructors from the student's point of view; testing and grading methods; and specific classroom procedures.

Results were quite clearly in support of the view that the quality of the faculty is the most important single aspect of the public relations problem in a college or university. The faculty were of first importance in the minds of the students as representing the university. Students were generally quite eager to know their teachers better and quite sure that this would be difficult of accomplishment; interesting presentation of subject matter and thorough knowledge of the subject were far more important than friendliness toward students as qualities of instructors considered desirable by

students. Students felt that they got much more out of "pleasant" and enjoyable courses than out of those not so classified.

Poorly constructed tests were clearly identified as a major source of irritation to students. True-false tests were quite uniformly deplored although multiple-choice questions were considered desirable.

Of common classroom malpractices, those most disliked were, in order: failure to show how material fits into the overall pattern of the course, poor delivery of material, reading the lecture, and failure to allow discussion.

The author points out with considerable reason that this type of study is highly informational for faculty members since it tells them what qualities are considered most important to students in contradistinction to the usual faculty rating scale which rates the instructor on various aspects of his functioning without giving him the students' opinion of the relative importance of such aspects.

The public relations implications of the study are clear. The public relations program depends upon the faculty. Since this is so, the teachers must be included in and sold on the importance of the program. Evidently it would be eminently worthwhile to spend considerable effort on convincing the faculty that an important part of their job is the matter of student opinion of the institution and of them as its representatives. If public approval of a school is desired, it must always be remembered that the students constitute the public closest to the school.

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